

1 **Grade Eleven— United States History and Geography:**

2 **Continuity and Change in Modern United States History**

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4 In this course students examine major turning points in American history from

5 the late nineteenth century to the present. During the year the following themes

6 are emphasized: the expanding role of the federal government and federal

7 courts; the continuing tension between the individual and the state and between

8 minority rights and majority power; the emergence of a modern corporate

9 economy, **the rise of Consumerism and its impact on American lifestyles, the**

10 **increasing role of credit in financing both consumption and investment,** and the

11 role of organized labor; the role of the federal government and Federal Reserve

12 System in regulating the **macro**economy; the impact of technology on American

13 society and culture; the change in the ethnic composition of American society;

14 the movements toward equal rights for minorities and women; and the rise of the

15 United States as a major world power. Students learn how geography shaped the

16 course of American history during this period, especially in terms of the country's

17 position on the globe, its climate, **its economic system,** and abundant natural

18 resources. In each unit students examine American culture, including religion,

19 literature, art, music, drama, architecture, education, and the mass media.

20 The year begins with a selective review of United States history, with an

21 emphasis on two major themes—*the nation's beginnings*, linked to the tenth-

22 grade retrospective on the Enlightenment and the rise of democratic ideas; *and*

23 *the industrial transformation of the new nation*, linked to the students' tenth-grade

studies of the global spread of industrialism during the nineteenth century.

Connecting with Past Studies: The Nation's Beginnings

In this review unit, students draw on their earlier studies (in grades seven, eight, and ten) of the Enlightenment and the rise of democratic ideas as the context in which this nation was founded. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course.

To help students understand the history of the Constitution after 1787, teachers pay particular attention to **how the Commerce Clause and the Supremacy Clause created a free-trade area among the states that facilitated economic growth. Students will cover the history of the Constitution after 1865 to understand how** the post-Civil War amendments (Thirteenth, Fourteenth, and Fifteenth), **which** laid the foundation for the legal phase of the twentieth-century civil rights movement. The amended Constitution gave the federal government increased powers over the states, especially for the extension of equal rights and an inclusive definition of citizenship. The causes of the Civil War, the successes and failures of Reconstruction, and informal and formal segregation brought on by Jim Crow laws also provides a context for understanding racial inequities in late-nineteenth-century America. Focusing on these topics allows for

comparative study of the civil rights movement over time as ethnic and racial minorities experienced it.

The Rise of Industrialization, Urbanization, and Immigration

In the second unit, students concentrate on the nineteenth-century growth of the nation as an industrial power and its resulting societal changes. A brief retrospective of the grade ten study of the industrial revolution helps to set the global context for America's economic development. Rapid industrialization expedited urbanization stretching from the Midwest to the Northeast. In the West, the Gold Rush and construction of the transcontinental railroad, fueled by the steel industry, lured a variety of immigrants and provided jobs for thousands of new Americans. Concerned about economic competition from foreign laborers, and conceding to rising nativism, Congress passed the Chinese Exclusion Act of 1882, and California passed the Alien Land Act of 1913.

Industrialization contributed to the immigration of millions of Southern and Eastern Europeans to the United States. Unlike the early 1800s, by the middle of the nineteenth century, a growing number of the U.S. population lived in urban areas with intolerable living and working conditions and crowded, inadequate schools. The increasing identification of immigrants as outsiders led to the Americanization movement, which sought to assimilate European immigrants into becoming Americans through schooling and at work. Students study examples of the big-city machines that delivered services to the immigrant poor in exchange for votes. In response, middle-class social reformers such as Jane Addams and

Florence Kelley, worked to improve living conditions for immigrants and the working poor.

Social Darwinism, laissez-faire economics, as well as the religious reformism associated with the ideal of the Social Gospel, were important ideas of the period. Together they reinforced the **capitalist** notion that those with the will and strength for hard work could attain individual progress. By pooling together capital to minimize risk and increase profits, American entrepreneurs generated incredible wealth. **While reviewing the benefits of expanding markets and lower prices, students** ~~Students~~ examine corporate mergers that produced trusts and cartels, industrial giants, “robber barons,” anti-union tactics, and the gaudy excesses of the Gilded Age. **Students can conduct a mock legislative hearing to investigate the causes and consequences of the Haymarket riot in Chicago in 1886. One consequence of the financial panics and the boom and bust of the capitalist system was the passage of the Federal Reserve Act in 1913 to bring a measure of stability to the financial markets after the Panic of 1907 had exposed the weaknesses of an uncontrolled system.**

These social conditions are the background **and provide the economic justification** for the progressive reform movement and the labor movement that challenged big-city bosses; rallied public indignation against “the trusts”; led successful campaigns for social and economic legislation at the city, state, and federal levels; and played a major role in national politics in the pre–World War I era. Excerpts from the works of muckrakers such as Lincoln Steffens, Jacob Riis, Ida Tarbell, Helen Hunt Jackson, and Joseph Mayer Rice and novels by writers

such as Theodore Dreiser, Upton Sinclair, and Frank Norris will help set the scene. Students examine the impact of mining and agriculture on the laws concerning water rights during these years. Although attempts to build new political parties around the cause of reform, such as the Populists, ultimately failed, progressive legislation led to an expansion of the role of the federal government in regulating business and commerce during the administrations of Theodore Roosevelt and Woodrow Wilson.

The Rise of the United States as a World Power

Students study America’s growing influence as a world power in the global context of nineteenth-century European imperialism first considered in grade ten. The United States actively protected and promoted its economic and political interests overseas during this intense period of global competition for raw materials, markets, and colonial possessions. The foreign policy of progressive presidential administrations—Theodore Roosevelt, William Taft, and Woodrow Wilson—attempted to extend American interests to the world as illustrated by the Roosevelt Corollary. Students may consider the nation’s objectives in analyzing its foreign policy, including the American Open Door policy, and expansion into the South Pacific and Caribbean following the Spanish-American War. For example, American intervention in the Panama Revolution helped secure control over the Panama Canal, which certified America’s emergence as a global economic and military power. President Roosevelt’s “big stick” policies, the voyage of the Great White Fleet, and the United States’ involvement in World

War I are additional examples of America’s projection into world affairs. A review of the tenth-grade study of the causes and consequences of World War I illuminates the significance of these actions.

World War I stands as an important marker in the growth of the federal government. Once the United States entered the war, the government grew through the administration of the draft, the organization of the war at home and abroad. Americans on the home front had mixed reactions to the war. Some bought Liberty bonds to support the war, while others opposed the war. German Americans experienced prejudice and extreme nativism. National security concerns led to the passage and enforcement of the Espionage Act of 1917, which encroached upon civil liberty protections. An analysis of President Wilson’s Fourteen Points and the nation’s decision not to join the League of Nations illustrate the waning influence of progressive ideals and a return to isolationism. A number of American writers and poets of the “Lost Generation,” such as Ernest Hemingway, John Dos Passos, and Ezra Pound, sought solace in their creative work to make meaning out of the death and destruction of the war, and their resulting disillusionment with American idealism.

The 1920s

The 1920s is often characterized as a period of Prohibition, gangsters, speakeasies, jazz bands, and flappers, living frivolously, overshadowing the complex realities of this era. It was also an era characterized by the expansion of the middle class and of the “consumer” economy. Students recognize the change

from the reformism of the Progressive Era to the desire for “normalcy” in the 1920s as evidenced by the election of Warren Harding, Calvin Coolidge, and Herbert Hoover.

Behind the veil of normalcy, the Ku Klux Klan revitalized its campaign of violence and intimidation, farm income declined precipitously, and labor unrest spread throughout the country. The United States Supreme Court ruling in *United States v. Bhagat Singh Thind* restricted the right to naturalization based on race. Congress restricted immigration by instituting nationality quotas the following year in 1924. Fears of communism and anarchism associated with the Russian Revolution and World War I provoked attacks on civil liberties and industrial unionists, including the Palmer Raids, the “Red Scare,” the Sacco-Vanzetti case, and legislation restraining individual expression and privacy. Legal challenges to these activities produced major Supreme Court decisions defining the right to dissent and freedom of speech. By reading some of the extraordinary decisions of Justices Louis Brandeis and Oliver Wendell Holmes (*Schenck v. U.S.* and *Whitney v. California*), students will understand the continuing tension between the rights of the individual and the power of government. Students can engage in a debate that weighs the need to preserve civil liberties against the need to protect national security. Learning about the American Civil Liberties Union (ACLU), formed in 1920 with the purpose of defending World War I dissenters, and the National Association for the Advancement of Colored People (NAACP), established in 1909 to protect and promote the constitutional rights of minorities, helps students identify organizational responses to unpopular views and minority

rights.

The 1920s also saw the culmination of Progressive efforts toward moral and social reform. The passage of the Eighteenth Amendment and the Volstead Act led to the temporary experiment of Prohibition. Women won the right to vote, with the passage of the Nineteenth Amendment establishing woman's suffrage on a national scale. In an age of shifting social mores, women's roles expanded in both the public and private spheres following their contributions to the war effort, and their reform-minded activities during the Progressive years.

The First Great Migration of over a million African Americans from the rural South to the urban North during and after World War I changed the landscape of black America. The continued flow of migrants in the 1920s helped to create the "Harlem Renaissance," the literary and artistic flowering of black artists, poets, musicians, and scholars, such as Langston Hughes, Richard Wright, and Zora Neale Hurston. Their work provides students with stunning portrayals of life and living during segregation, both urban and rural, as well as a small window into the black experience in America. Marcus Garvey, the black nationalist leader of a Back to Africa movement, reached the peak of his popularity during this period.

For most Americans, the standard of living rose in the 1920s, and new consumer goods such as automobiles, radios, and household appliances became available as well as consumer credit. Students learn how productivity increased through the widespread adoption of mass production techniques, such as the assembly line. The emergence of the mass media created new markets, new tastes, and a new popular culture. Movies, radio, and advertising spread

styles, raised expectations, and promoted interest in fads and sports. At the same time, major new writers began to appear, such as William Faulkner, F. Scott Fitzgerald, Gertrude Stein, and Sinclair Lewis.

The Great Depression and the New Deal

The Smoot Hawley Tariff, perverse monetary and fiscal policies, and the collapse of the national and international financial system in 1929 led to the worldwide economic Depression of the 1930s. An interconnected web of international investments, loans, and World War I reparations exacerbated and prolonged the worldwide economic downturn. In America, the Great Depression resulted in major changes in American politics, society, and culture. The Dust Bowl, a result of natural drought combined with unwise agricultural practices, greatly contributed to the economic and cultural chaos of the 1930s. While the political culture of the 1920s exuded self-confidence and optimism, the economic collapse caused many people to question the viability of American institutions.

The Great Depression affected American society in profound ways. Severe economic distress triggered social protests, such as sit-down strikes, and the successful unionization of unskilled workers in America's giant industries led by the American Federation of Labor and the Congress of Industrial Organizations. The trial of the Scottsboro Boys illuminates the racism of the period. Black and white sharecroppers in the South launched the Southern Tenants Farmers Union. The economic crisis also led to the Mexican Repatriation Program, in which the Secretary of Labor directed government agents to force nearly 400,000

Mexican migrants (both legal and illegal) out of the country. Photographs, videotapes, monographs, newspaper accounts, interviews with persons who lived in the period (for example in Studs Terkel’s *Hard Times*, Vicki Ruiz’s *Cannery Women, Cannery Lives*, and Dorothea Lange’s photojournalism), as well as paintings and novels (such as John Steinbeck’s *Grapes of Wrath*) capture how ordinary people experienced the Depression.

Franklin D. Roosevelt and his New Deal provided the federal government’s response (relief, reform, recovery) to the economic crisis and social movements. Roosevelt’s administration attempted to alleviate the crisis by way of expansionary fiscal and monetary policies, job programs, and regulatory agencies. Key New Deal innovations included the right to collective bargaining for unions, minimum-wage and-hours laws, Social Security for the elderly, disabled, unemployed, and dependent women and children. Though the New Deal coalition forged a Democratic voting bloc composed of workers, farmers, African Americans, Southern whites, Jews, Catholics, and educated Northerners, the New Deal generated controversy and inspired significant conservative opposition to Roosevelt. Students analyze the “Problems,” “Governmental Reactions,” “Results,” and “Controversies” of the set of governmental policies known as the New Deal, **illustrating the relationships between political and economic realities**. What areas of the U.S. society were addressed? What agencies were created? **What were their economic impacts?** Were they effective? Why were many nullified? Which are still in place? **How did the New Deal affect income inequality?** Students can read excerpts from Roosevelt’s

memorable inaugural addresses and fireside chats in order to perceive the president's efforts to rally the nation. Events during Roosevelt's presidency mark the beginning of what some historians have called the "Imperial Presidency."

America's Participation in World War II

In this unit students examine the role of the United States in World War II. Students review the rise of dictatorships in Germany and the Soviet Union and the military-dominated monarchy in Japan; and they examine the events in Europe and Asia in the 1930s that led to war, including the economic and political ties that existed between the United States and the Allies prior to U.S. entry into World War II. Students understand the debate between isolationists and interventionists in the United States as well as the effect on American public opinion of the Nazi-Soviet pact and the bombing of Pearl Harbor. Students look again at the Holocaust and consider the response of Franklin D. Roosevelt's administration to Hitler's atrocities against Jews and other groups.

By reading contemporary accounts in newspapers and popular magazines, students understand the extent to which this war taught Americans to think in global terms. By studying wartime strategy and major military operations, students grasp the geopolitical implications of the war and its importance for postwar international relations. Through a guided reading of Roosevelt's "Four Freedoms" speech, students can learn how the war became viewed as a conflict about fundamental values. Students learn about the roles and sacrifices of American soldiers during the war, including the contributions of unique groups

such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers. When possible, this study can include oral or video histories of those who participated in the conflict. The controversy over President Harry S. Truman's decision to drop atomic bombs on Japan should be analyzed fully, considering both his rationale and differing historical judgments. Students can simulate Truman's cabinet in small groups to evaluate the then-available evidence about the condition of Japan and the effects of nuclear weapons, make a reasoned recommendation, and compare each group's decision making. Students will study the formation of the Nuremburg Tribunal and the conduct of the trials of the Nazi high command at Nuremburg.

At home, World War II had many long-lasting **economic and social** effects on the nation. Industrial demands fueled by wartime needs contributed to ending the Depression **but students should not be left with the impression that war is good for the economy, given the disastrous number of lives lost and physical capital destroyed.** The war set a model for an expanded governmental role in the economy after the war. Wartime factory work created new and higher-paying job opportunities for women, African Americans, and other minorities; the opening up of the wage-labor force to women and minorities helped them to raise their expectations for what they should be able to achieve. Unlike World War I, many women remained in the workforce after demobilization. The racial segregation of the armed forces, combined with the egalitarian ideology of the war effort, produced a strong stimulus for civil rights activism when the war ended. For example, the head of the Brotherhood of Sleeping Car Porters Union, A. Philip

Randolph, planned a march on Washington, D.C. in 1941 to focus international attention on the hypocrisy of undemocratic practices at home while the country was about to become engaged in fighting for democracy abroad. This march ultimately prompted President Roosevelt to sign Executive Order 8802 to desegregate military-related industries.

The relocation and internment of 110,000 Japanese Americans during the war on grounds of national security was a governmental decision that violated their constitutional and human rights. In addition, many persons of Italian and German origin who were in the United States when World War II began were classified as “enemy aliens” and had their rights restricted, including thousands who were interned. The racial distinction in the application of these policies is clear in the fact that unlike the Italians and Germans who were interned, over 60 percent of the Japanese Americans affected by Executive Order 9066 were American citizens. Japanese Americans lost personal property, businesses, farms, and homes as a result of their forced removal. After many years of campaigning for redress, Congress in 1988 apologized for Japanese internment and allocated compensation funds for survivors. *Only What We Could Carry*, edited by Lawson Inada, is a particularly good source for firsthand accounts of the Japanese American experience during WWII, including oral histories of servicemen.

The Transformation of Post-World War II America

In this unit students focus on the significant social, economic, and political

changes of the 25 years following World War II. Having emerged from the war with a strong industrial base, the nation experienced rapid economic growth and a steady increase in the standard of living. Congress passed the Employment Act of 1946 which codified the federal government's responsibility to promote price stability and full employment. Congress amended the act in 1978 by passing the Full Employment and Balanced Growth Act (known informally as the Humphrey–Hawkins Full Employment Act) which essentially rejected the laissez faire policy of the past and embraced Keynesian economic activism. The GI Bill of Rights opened college doors to millions of returning veterans, dramatically increasing the human capital of the nation, contributing to the nation's economic capacity. The economic surge was extended during the Eisenhower era, which was marked by low inflation and relative social calm. During the postwar years, the white middle class grew in size and power, while poverty concentrated among minority groups, the elderly, and single-parent families. Demographic changes such as the Baby Boom, white migration to the newly developing suburbs, migration to the Sun Belt, and the decline of the family farm transformed where and how Americans lived. Televisions, home appliances, automobiles, the interstate highway system, and shopping malls fostered changes in American families' lifestyles. Meanwhile, immigration continued, especially to California, which depended upon agricultural labor provided by immigrants, particularly Mexicans, who continued to come through the Bracero Program. This 1942 government-sponsored program, designed primarily to replace interned Japanese-American farmers and native-born agricultural workers who were

323 mobilizing for war with imported Mexican laborers, continued until 1964.
324 Instruction on the Bracero program can include oral or video histories of those
325 who came to the United States as part of the program. Students can use those
326 resources to explore the economic and cultural effects of the program during and
327 after World War II, and the reasons why the Braceros chose to participate.

328 The United States government, especially the presidency, emerged from the
329 Great Depression and World War II with new powers, which expanded during the
330 Cold War through the development of a national security state. Government
331 spending remained high throughout the postwar era and included new
332 investments, such as President Eisenhower’s interstate highway system at the
333 federal level, and the California Master Plan for education at the state level.
334 Spending on defense remained high as well, which led Eisenhower to warn about
335 the rise of a “military-industrial complex” that would endanger American
336 democracy. This spending led to the growth of both new and existing industries
337 that for decades affected the American economy and society, including the rise
338 of the aerospace and computer industries in California.

340 **United States Foreign Policy Since World War II**

341 In the postwar context, students study the creation of the United Nations in
342 1945 and its role in global politics and economics, including the role of institutions
343 such as the International Monetary Fund; the United Nations Education, Scientific
344 and Cultural Organization; the United Nations Human Rights Commission; the
345 World Health Organization; and the World Bank. They also learn about the

Universal Declaration of Human Rights, adopted by the United Nations in 1948.

Students understand the reasons for the continued U.S. support of the Geneva

Conventions and the U.S. role in the adoption of the Fourth Geneva Convention

of 1949.

Students study the postwar foreign policy of the United States, with an

emphasis on relations between the United States and the Soviet Union. As part

of their study of the policy of containment, students examine the Soviet

expansion into Eastern Europe, the Truman Doctrine, the Marshall Plan, and the

creation of the North Atlantic Treaty Organization. In addition, students revisit

early Cold War events such as the Berlin blockade and airlift and the formation of

the Warsaw Pact.

The domestic political response to the spread of international communism

receives attention as part of the study of the Cold War. Students learn about the

investigations of domestic communism at the federal and state levels and about

the celebrated spy trials of the period. From 1948 to 1950, Richard Nixon

established himself as an anti-communist crusader by prosecuting Alger Hiss, an

educated New Dealer who had worked at the State Department, for his

Communist affiliations and espionage conducted for the Soviet Union in the late

1930s. Senator Joseph McCarthy heightened Americans' fear of Communists

with his dramatic, public, yet ultimately baseless allegations of Communists

infiltrating the government in the early 1950s. Although his colleagues in the U.S.

Senate censured him, the influence of McCarthy outlasted his actions and

explains why the term "McCarthyism" signifies the entire era of suspicion and

disloyalty. Outside the federal government, institutions ranging from school districts and school boards, to the Screen Actors Guild in Hollywood, to civil rights organizations produced blacklists that contained the names of suspected Communists or Communist sympathizers, which meant that the groups would not affiliate with those people. Students can study the loyalty oaths (an important issue at the University of California in the 1950s) and legislative investigations of people's beliefs as part of this unit. A parallel public and private persecution of homosexuals took place at the same time as the "Red Scare." This "Lavender Scare" was rooted in fears that gays and lesbians were susceptible to blackmail by communists, and resulted in many people losing their jobs. Still, during this era, there were significant Supreme Court decisions that protected citizens' rights to dissent and freedom of speech.

The study of the foreign policy consequences of the Cold War can be extended to an examination of the major events of the administrations of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. Students examine the United Nations' intervention in Korea, Eisenhower's conclusion of that conflict, and his administration's defense policies based on nuclear deterrence and massive retaliation. Foreign policy during the Kennedy and Johnson administrations represents a continuation of Cold War strategy, in particular the "domino theory" that warned of the danger of communism rapidly spreading through Southeast Asia. Students study how the escalation of the Vietnam War and secret bombings of Laos and Cambodia proved to be the culmination of Cold War strategies and ultimately caused Americans to question the underlying

assumptions of the Cold War era, and protest against American policies abroad. Collectively, Linda Granfield's *I Remember Korea*, Rudy Tomedi's *No Bugles, No Drums*, Sucheng Chan's *Hmong Means Free*, John Tenhula's *Voices from Southeast Asia*, *The Vietnam Reader*, edited by Stewart O'Nan, and Lam Quang Thi's *The Twenty-Five Year Century* are examples of oral histories, memoirs, and other primary sources that represent soldiers' and refugees' experiences during the Korean and the Vietnam Wars. Students learn about U.S. support of anti-communist governments, including burgeoning democracies and authoritarian regimes. These events should be placed within the context of continuing tensions between the Soviet Union and the United States. American foreign policy in the Middle East also connected to the Cold War, including American support for Israel and Turkey, the CIA's involvement in overthrowing the democratically elected but socialist-leaning government of Iran, and the tensions that would lead (much later) to the first and second Gulf Wars. Students should leave the topic of the Cold War with an understanding of how it ended, including the way that an ongoing struggle in Afghanistan depleted the Soviets of many of their financial and military resources, the role of Reagan's administration, and the Soviet policies of *Perestroika* and *Glasnost* that ultimately led to its dissolution.

Studying the Cold War can also be accomplished by learning about the nation's relationships with its neighbors in the Western Hemisphere. Students examine the events leading to the Cuban Revolution of 1959; the political purges and the economic and social changes introduced and enforced by Castro; Soviet influence and military aid in the Caribbean; American intervention in Guatemala

(1954) and Chile (1973); the 1961 Bay of Pigs invasion and the 1962 Missile Crisis; the 1965 crisis in the Dominican Republic; the 1978 Panama Canal Treaty; and the spread of Cuban influence, indigenous revolution, and counterrevolution in Nicaragua and El Salvador in the 1980s. Students analyze the continuing involvement of the United States in this region. An investigation of U.S. economic relationships with Latin America today includes the international as well as domestic causes of mounting third-world debt.

The hemispheric unit concludes with students examining U.S. relations with Mexico in the twentieth century. They will gain an understanding of the Mexican perspective regarding immigration, *maquiladoras* (export processing zones or free enterprise zones), and trade. The North American Free Trade Agreement between Canada, the United States, and Mexico played a central role in fostering closer relationships between the three countries, but tensions remain on issues related to economic regulation, labor conditions, immigration, and damage to the environment.

The Development of Federal Civil Rights and Voting Rights

In this unit students focus on the history of the civil rights movement in the twenty-five years after World War II and on the broader social and political transformations that it brought. One emphasis in this unit is on the application of the Constitution and the Bill of Rights in modern times in such a way that African Americans make the Fourteenth and Fifteenth Amendments a reality for themselves and other minority groups.

A review of earlier content helps students grasp the enormous barriers African Americans had to overcome in their struggle for their rights as citizens. Students can review the provisions enacted into the Constitution in 1787 that preserved slavery; the post–Civil War laws and practices that reduced the newly freed slaves to a state of peonage; and the Jim Crow laws that the Supreme Court upheld in a series of decisions in the late nineteenth century. Early twentieth-century civil rights advocates such as Booker T. Washington, the founder of Tuskegee Institute and author of the 1895 Atlanta Exposition address, and W.E.B. Du Bois, a founder of the NAACP and author of *The Souls of Black Folk*, had different perspectives on the means toward African American uplift. Racial violence, discrimination, and segregation inhibited African Americans’ economic mobility, opportunity, and political participation. Readings from Gunnar Myrdal’s *An American Dilemma* helps students consider the contrast between the American creed and the practices of racial segregation. As background, students understand the meaning of “separate but equal,” both as a legal term and as a reality that effectively limited the life chances of African Americans by denying them equal opportunity for jobs, housing, education, health care, and voting rights.

Students learn about the rise of the civil rights movement and the legal battle to abolish segregation. An important stimulus for this movement was World War II, when African Americans worked in both the defense industries at home and in military service abroad. The battle in the courts began with challenges to racial segregation in education, including cases in state and federal

district courts, such as *Mendez v. Westminster* (involving then-Governor Earl Warren, who would later write the *Brown* decision). The NAACP in 1954 achieved a momentous signal victory with the *Brown v. Board of Education of Topeka* decision in challenging racial segregation in public education. The NAACP Legal Defense Fund, employing Thurgood Marshall as its lead counsel, successfully fought to overturn the entire basis of “separate but equal.” Exploring why African Americans demanded equal educational opportunity early on in the civil rights movement is important for students to consider and understand.

The *Brown* decision and resistance to it by local and state governments stimulated a generation of political and social activism led by African Americans pursuing their civil rights. Momentous events in this story illuminate the process of change: the commitment of white people in the South to “massive resistance” against desegregation; the Montgomery bus boycott, triggered by the arrest of Rosa Parks, and then led by the young Martin Luther King, Jr.; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the “freedom rides”; the march on Washington, D.C., in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Alabama, in 1965. Students recognize how these dramatic events influenced public opinion and enlarged the jurisdiction of the federal courts. They learn about Dr. King’s philosophical and religious dedication to nonviolence by reading documents such as his “Letter from a Birmingham Jail,” and they recognize the leadership of the black churches and their female leaders such as Ella Baker in the movement. Through the careful selection and

analysis of the many primary sources available from the period, students come to understand both the extraordinary moral courage of ordinary black men, women, and children and the interracial character of the civil rights movement.

Students examine the expansion of the role of the federal government as a guarantor of civil rights, especially during the administrations of Presidents Kennedy and Johnson. After President Kennedy's assassination, Congress enacted landmark federal programs in civil rights, education, and social welfare. The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government's commitment to provide for the rights of full citizenship to all races, ethnicities, religious groups, and sexes.

The peak of legislative activity in 1964-65 was accompanied by a dramatic increase in civil unrest and protest among urban African Americans, and in 1966, inspired by Malcolm X, the Black Power movement emerged. Criticizing civil rights' activists' calls for nonviolent strategies to achieve integration, some Black Power advocates maintained the mantra "by any means necessary" and espoused plans for racial separatism. The assassination of Dr. King in 1968 deprived the civil rights movement of its best-known leader, but not its enduring effects on American life. In considering issues such as school busing and racial quotas (*Regents of the University of California v. Bakke*), students can discuss the continuing controversy between group rights to equality of opportunity as opposed to individual rights to equal treatment. Well-chosen readings heighten students' sensitivity to the issues raised in this unit, such as *The Autobiography*

of *Malcolm X*, Lerone Bennett’s *Before the Mayflower: A History of Black America*, Ralph Ellison’s *Invisible Man*, Richard Wright’s *Native Son*, and Lorraine Hansberry’s *A Raisin in the Sun*.

The advances of the black civil rights movement encouraged other groups—including women, Hispanics and Latin Americans, American Indians, Asian Americans, Pacific Islanders, gays and lesbians, students, and individuals with disabilities—to mount their own campaigns for legislative and judicial recognition of their civil equality. Students can note major events in the development of these movements and their consequences. For example, students may study how Cesar Chavez, Dolores Huerta, and the United Farm Workers’ movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Students should understand the central role of immigrants, including Latino Americans and Filipino Americans, in the farm labor movement. This context also fueled the brown, red, and yellow power movements. The manifestos, declarations, and proclamations of the movements challenged the political, economic, and social discriminations faced by their groups historically. They also sought to combat the consequences of their “second-class citizenship” by engaging in grassroots mobilization. For example, from 1969 through 1971 American Indian activists occupied Alcatraz Island; while in 1972 and 1973, American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. California activists like Harvey Milk and Cleve Jones were part of a broader movement that emerged in

the aftermath of the Stonewall riots, which brought a new attention to the cause of equal rights for homosexual Americans. *Asian Americans: The Movement and the Moment*, edited by Steve Louie and Glenn Omatsu; *The Latino Reader*, edited by Harold Augenbraum and Margarite Olmos; and *Native American Testimony*, edited by Peter Nabokov, are a few of the readily available collections of personal histories and literature of a period of intense introspection and political activism.

Students also consider the connections between the modern women’s movement and the women’s rights movement of earlier decades. Armed with the Civil Rights Act of 1964, Betty Friedan, author of *The Feminist Mystique*, helped found the National Organization for Women (NOW) in 1966, which, similar to the NAACP, pursued legal equalities for women in the public sphere. On the social and cultural front, feminists operated by the mantra, “The personal is political.” Throughout the 1970s and 1980s, feminists promoted women’s health collectives, opened shelters for victims of domestic abuse, and worked to participate in sports equally with men, for example. Students can debate the Equal Rights Amendment and discuss why it failed to get ratified. Students can also read and discuss selections from the writings of leading feminists and their opponents. Over time, students can trace how, by the 1980s, women made serious gains in their access to education and representation in the workforce (though women continue to not be equally represented at the very highest ranks). The expansion of the war in Vietnam provoked antiwar protests that reflected and contributed to a deep rift within American culture. From within the protest

movement, a “counterculture” emerged with its own distinctive style of music, dress, language, and films, which went on to influence mainstream social and cultural sensibilities.

Students read about the beginning of the modern environmental movement in the 1960s and the environmental protection laws that were passed as a result. They can link those early achievements with a student-led debate over issues such as climate change today and the appropriate role of government in dealing with these problems.

Contemporary American Society

In the final unit, students focus on other significant social, economic, and political changes confronting Americans today. Students can examine census data to identify basic demographic changes and predict future patterns of growth and decline. Students might compare the status of minorities and women in 1900 to that of the present and reflect on changes in job opportunities, educational opportunities, and legal protections available to them. They may discuss the changes in immigration policy since the Immigration Act of 1965 and explain how these policies have affected American society. In addition, students analyze the impact and experience of refugees who fled Southeast Asia after the Vietnam War. How does the life of a new immigrant to the United States today compare with what it was in 1900?

Students can learn about the domestic policies of the last decades of the twentieth century and see how they have led to contemporary issues by

contrasting the speeches of Presidents Kennedy, Reagan, and Clinton. In what ways have issues such as education, civil rights, economic policy, and the environment remained unchanged over time, and in what ways have they changed?

The Nixon administration (1968–1974) was notable for establishing relations with the People’s Republic of China, opening a period of detente with the Soviet Union, and negotiating a withdrawal of American troops from Vietnam. Despite his skill in managing foreign affairs, Richard Nixon’s administration was marred by a political scandal called Watergate that led to his resignation in 1974.

Students understand the events that led to President Nixon’s resignation and assess the roles of the courts, the press, and the Congress. Students can discuss the continuing issue of unchecked presidential power. Are the president and his staff above the law? Students may see how this issue ties into contemporary American politics by examining the debates about presidential power and individual liberties that followed the terrorist attacks on September 11, 2001.

In 1980, Ronald Reagan won the presidency and forged a new Republican Party by uniting fiscal and social conservatives with a landslide victory. Reagan called for a smaller government by decreasing taxes on businesses and deregulating industries. He supported the anti-abortion movement. And he vowed to expand the military and the Cold War. These three areas led to the resurgence of the Republican Party under Reagan as he restructured the scope of the federal government. Students might study Reagan’s inauguration speech to learn

about his domestic and foreign policy agenda.

The study of this period includes an examination of the continuing economic contractions and expansions and the use of monetary and fiscal policy in influencing business cycles. Students learn about the growth of the middle class and the persistence of poverty.

Finally, consideration should be given to the major social problems of contemporary America. Issues inherent in these problems can be debated, and experts from the community can be invited as speakers. To address recent history, teachers can provide an overview of the significant developments of the last two decades, surveying the presidencies of George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama. Students can draw on their tenth-grade knowledge of recent world history to locate America's role in an increasingly globalized world. They might study how late-twentieth century developments such as the Internet, new multi-national corporations, broadened environmental impacts, and threats such as extremist terrorist groups are made possible because of globalization (see the Appendix).

Students recognize that under our democratic political **and market-oriented economic** systems the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that our rights and freedoms are the result of a carefully defined set of political principles that are embodied in the Constitution. Students see that the history of

the United States has had special significance for the rest of the world, both because of its free political system and its pluralistic nature. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. All citizens of the United States enjoy a democratic republic, rule of law, and guaranteed constitutional rights. Students learn to perceive these historic achievements in a global context. They understand that most nations today do not rest on the consent of the governed and do not guarantee their citizens basic rights and freedoms. **Students also recognize the shortcomings of our political-economic system and understand the challenges that require continuing attempts to address those shortcomings. They** recognize that our democratic political system depends on them—as educated citizens—to survive and prosper.

To promote civic engagement at this grade level, students can participate in mock trials that recreate some of the landmark cases of the twentieth century detailed in this chapter. They can participate in debates for and against significant governmental policy decisions, such as Prohibition, the creation of the New Deal, or efforts to integrate the schools through busing. They can also conduct oral histories with their family or community members in order to deepen their understanding of national historical trends through the lens of local participation. For example, students can interview people who served in the military, who participated in the struggle for civil rights, or worked in industries transformed by rapid economic or technological change.

History—Social Science Content Standards

Grade Eleven

**United States History and Geography: Continuity and Change in the
Twentieth Century**

**11.1 Students analyze the significant events in the founding of the nation
and its attempts to realize the philosophy of government described in the
Declaration of Independence.**

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

**11.2 Students analyze the relationship among the rise of industrialization,
large-scale rural-to-urban migration, and massive immigration from
Southern and Eastern Europe.**

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political ~~policies of industrial leaders~~ implications of the federal government's response to the problems created by trusts and cartels.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of economic and political programs and activities of Populists with an emphasis on the election of 1900, the hard money soft-money controversy, and the effects of inflation and deflation on workers, farmers, and bankers.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the **economic** policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil

- 735 Liberties Union, the National Association for the Advancement of Colored
736 People, and the Anti-Defamation League to those attacks.
- 737 3. Examine the passage of the Eighteenth Amendment to the Constitution
738 and the Volstead Act (Prohibition).
- 739 4. Analyze the passage of the Nineteenth Amendment and the changing role
740 of women in society.
- 741 5. Describe the Harlem Renaissance and new trends in literature, music, and
742 art, with special attention to the work of writers (e.g., Zora Neale Hurston,
743 Langston Hughes).
- 744 6. Trace the growth and effects of radio and movies and their role in the
745 worldwide diffusion of popular culture.
- 746 7. Discuss the rise of mass production techniques, the growth of cities, the
747 impact of new technologies (e.g., the automobile, electricity), and the
748 resulting prosperity and effect on the American landscape.
- 749 **11.6 Students analyze the different explanations for the Great Depression**
750 **and how the New Deal fundamentally changed the role of the federal**
751 **government.**
- 752 1. Describe the monetary issues of the late nineteenth and early twentieth
753 centuries that gave rise to the establishment of the Federal Reserve, **the**
754 **need for a central bank** and the weaknesses in key sectors of the
755 economy in the late 1920s.
- 756 2. Understand the explanations of the principal causes of the Great
757 Depression and the steps taken by the Federal Reserve, Congress, and

Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis including the Smoot-Hawley Tariff, perverse monetary and fiscal policy, the Dust Bowl, and other events.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis
 - Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
 - The Vietnam War
 - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues including the effects of the implementation of the North American Free Trade Agreement (NAFTA) in 1994 on California and other border states.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Heart of Atlanta Motel v. United States*, *Regents of the University of California v. Bakke*, and California Proposition 209.

3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer,

Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.